

Programme 90.†

L₂

(May to July, 1921.
(September to December, 1921, in the Dominions.)

Parents' National Educational Union.

The Parents' Union School.

(Address: HOUSE OF EDUCATION, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET).

FORM II. (A and B).

PUPILS' NAMES.....

Bible Lessons.

In all cases the Bible text must be read and narrated first.
A & B *The Bible for the Young: Genesis*, Lessons 17-24, by Dr. Paterson Smyth (P.N.E.U. Office, 1/6). *St. Luke's Gospel* (S.P.C.K. Commentary, 9d.), chapters 16-24. Teacher to prepare beforehand and to use Bible passages in teaching, and to add such comments (from Paterson Smyth, say,) as will bring the passage home to the children. Children may use *The Shorter Bible* (Dent, 2/6); S.P.C.K. *Bible Atlas* (1/-).

Sunday Reading (optional): *When I was a Boy in Serbia* (Harrap, 3/6). Hymns by Keble. *How to Use the Prayer Book*, by Mrs. Romanes (Longmans, 2/-). *English Church History for Children*, Vol. II. (Methuen, 5/-). *The Children's Year* (Church Seasons), by the Rev. G. R. Oakley (S.P.C.K., 3/6). *Sidelights on the Bible*, by Mrs. Brightwen (R.T.S., 3/-).

For private daily Bible reading children may use *Lectiones for Younger Children* (Spottiswoode, 1d. each). *A Boy's Book of Prayer*, by A. Devine (Methuen, 2/-).

† The 90th term of work set since the Parents' Union School began.

N.B.—The prices of books are constantly rising; those given are the latest before going to press.

Writing.

- A & B *A New Handwriting*,* by M. M. Bridges (P.N.E.U. Office, 5d. a card): practise card 3. Transcribe, with card 6 as model, some of your favourite passages from *The Tempest*. Two perfectly-written lines every day.

Dictation.

- A & B Two pages at a time to be prepared carefully: then a paragraph from one of these pages to be written from dictation, or, occasionally, from memory. Use the books set for reading and history.

Composition (written and oral).

- A Stories from work set in (a) Citizenship and Reading, or, (b) events of the day, etc.
B Stories from reading. Children in B who cannot write easily may narrate part.

English Grammar.

Parse and point out Subjects, Verbs, Objects.

- A Meiklejohn's *Short English Grammar** (2/-), pp. 1-18; 106-113.
B *How to Tell the Parts of Speech*,* by E. H. Abbott (Seeley, 2/6), pp. 55-74. Teacher study preface.

English History.

- A & B *A History of England*,* by H. O. Arnold-Forster (Cassell, 8/6), pp. 719-726; 745-806 (1820-1861). Black's History Pictures: *The "Modern England" Period* (2/6), may be used.
A *Social Life in England through the Centuries*,* by R. H. W. Hall (Blackie, 2/9), pp. 64-96.

French History.

- A & B *A First History of France*,* by L. Creighton (Longmans, 5/-), pp. 279-290 (1820-1861), to be contemporary with English History. *The Story of France*, by M. Macgregor (Jack, 12/6), may be used instead.

General History.

- A *The British Museum for Children*,* by Frances Epps (P.N.E.U. Office, 3/9), chapter 8. Teacher study preface. Keep a book of Centuries (P.N.E.U. Office, 3/-), putting in illustrations from all the history studied during the term. *The Great War*, by C. R. L. Fletcher (Murray, 6/-), pp. 29-66.

Citizenship.

- A North's *Plutarch*, edited by P. Giles (Cambridge Press, 3/6): *Timoleon*. Smith's *Smaller Classical Dictionary* (Dent, 2/6). *The Citizen Reader*,* by H. O. Arnold-Forster (Cassell, 2/6), pp. 190-224.
B *Stories from the History of Rome*,* by Mrs. Beesly (Macmillan, 2/6), pp. 168-189. *The Complete Citizen*,* by Dr. R. Wilson (Dent, 3/-), pp. 104-139.

Geography.

- A The Ambleside Geography Books, Book III.* (3/6), pp. 241-276.
B Book III.,* pp. 65-102.
A *The Great War*,* pp. 29-66 (to be read with good map).
A & B *Round the Empire*,* by Sir George Parkin (Cassell, 3/6), pp. 97-122. Phillips' *Atlas of Comparative Geography* (new edition, 3/-). Map questions to be answered from map in Geography Book and then from memory before each lesson. All Geography to be learnt with map. Children to make memory maps; see also tests under *Scouting*. Teacher may find *Outdoor Geography*, by H. Hatch (Blackie, 3/-) useful.

Natural History, etc.

- A & B *The Sciences*,* by E. S. Holden (Ginn & Co., 4/6), pp. 110-147. Children should make the experiments where possible. Keep a Nature Note-book (P.N.E.U. Office, 8½d., and see *Home Education*). Make special studies for the season with drawings and notes. *The Changing Year*, by F. M. Haines (Wadsworth, 3/-), or, *Countryside Rambles*, by W. S. Furneaux (Phillip, 2/6): *April to July*. [Furneaux's *Nature Study Guide* (Longmans, 6/6), may also be used for reference for out-door work.] See also tests under *Scouting*, *Parents' Review*, June, 1920.
A *Life and Her Children*,* by Arabella Buckley (Macmillan, 6/-), pp. 135-166.
B *Madam How and Lady Why*,* by Charles Kingsley (Macmillan, 6/-), pp. 176-231. *Jack's Insects*,* by E. Selous (Methuen, 3/6), pp. 62-83.

Picture Study.

- A & B Reproductions* of six pictures by J. F. Millet (P.N.E.U. Office, 2/-). Teachers see notes in the April *Parents' Review*, 1921.

Arithmetic.

- Teacher should use *The Teaching of Mathematics*, by I. Stephens (P.N.E.U. Office, 6d.).
A *A New Junior Arithmetic*,* by Bompas Smith (Methuen, 4/-), pp. 156-158; 102-118. Much care with tables and rapid oral work.
B *A New Junior Arithmetic*,* pp. 1-23; 60-63, or continue

Practical Geometry.

- A *Lessons in Experimental and Practical Geometry*,* by Hall and Stevens (Macmillan, 2/6), pp. 33-43. *The School Set of Mathematical Instruments* (Macmillan, 2/-).

Latin.

- A *A First Latin Course*,* by Scott & Jones (Blackie, 2/6), pp. 21-43, each lesson to be followed by narration; or, *Young Beginners' First Latin Book** (Murray, 2/6), pp. 24-29, with corresponding exercises, questions, and vocabularies.

French.

- A Siepmann's *Primary French Course*,* Part I. (Macmillan, 3/-), Lessons 10-12 inclusive, with grammar and exercises. Teacher study preface and phonetic exercises. Teacher read aloud, translating with the children's help, and children afterwards narrating in French. *French Fables in Action*, by V. Partington (Dent, 2/-), pages 32-42.
- B Siepmann's *Primary French Course*,* Part I. (Macmillan, 3/-), Lessons 1-3 inclusive, with grammar and exercises. *French Songs*, by Violet Partington (Dent, 9d.).

Drawing.

- A & B Six (a) wild flowers, (b) studies of animals, that you have been able to watch, (c) people at work in the fields, in brush-drawing. Original brushdrawings from scenes in books set for reading. Paint-box with specially chosen brush and colours (P.N.E.U. Office, 3/-)*: pencil must not be used.

Recitations.

- A & B Psalm 105, and two suitable passages of twelve verses each from (a) *Genesis*, (b) *St. Luke's Gospel*. Two hymns (by Keble). A scene from Shakespeare's *The Tempest*, or, two of Southey's *Ballads*, or, forty lines from Macaulay or Scott.

Reading (including holiday and evening reading).

- A & B Books set for Geography, History and Recitations should afford exercise in careful reading. Shakespeare's *The Tempest** (Blackie; Plaintext Edition, 7d.). Southey's *Ballads** (Blackie, 3d.).
- A Bulfinch's *Age of Fable** (Dent, 2/6), pp. 156-186. Kingsley's *Water Babies** (Dent, 2/6). Scott's *Marmion** (Blackie, 1/-).
- B *The Heroes of Asgard** (Macmillan, 5/-), pp. 163-211. Macaulay's *Lays of Ancient Rome** (Blackie, 1/-). Marrayat's *Children of the New Forest* (Collins, 2/-).

Music.

- Continue *Child Pianist* (Curwen & Son); teacher using the *Teacher's Guide* (revised edition, 7/6).

Musical Appreciation.

Programme of Music (Mozart) to be heard: *Parents' Review*, April, 1921.

Singing.

Two English songs from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 1/6 each,* complete with music 6/-). Two French songs. *A Book of French Songs* (treble only, Blackie, 7d. each), may be used. *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 11 and 12, inclusive (Curwen & Son, 2/6). Teacher use also *Ten Minutes' Lessons in Sight-Singing*, lessons 28-34 (Curwen, 2/6).

Drill.

Syllabus of Physical Exercises (Eyre & Spottiswoode, 1/-), tables 33-36. *Ball Games and Breathing Exercises*, by Alice R. James (Longmans, 1/9). *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *Peasant Dances and Songs of Many Lands*, by Mrs. Kimmins (Evans, 7/6). Skipping. Ex-Students take House of Education Drills. Teacher would find useful *How to Teach School Dances* (Evans, 4/6).

Work.

Help in house or garden. *Claymodelling* (Routledge, 9d.). *The Little Girl's (a) Sewing Book, (b) Knitting Book* (R.T.S., 2/6 each), or, very desirable, *Needlecraft in the School*, by M. Swanson (Longmans, 7/6); teacher read letterpress with discretion. Children make a garment (see the needs of the "Save the Children Fund," address: 29 Golden Square, Regent Street, W. 1). Boys and girls mend clothes from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. See also tests under *Scouting* (*Parents' Review*, 1920). Teacher would find useful *What shall we make?* by M. La Trobe Foster (C.M.S., 1/-).

* In home schoolrooms where there are children in A as well as in B, both forms may work together, doing the work of A or B as they are able.

N.B. 1.—In grammar (English and foreign) and in mathematics there must be no gaps. Children must go on from where they left off.

N.B. 2.—Each child in A and B should have a copy of all books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Recitations" onwards are advisable but optional.

N.B. 3.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/- (P.N.E.U. Office).

N.B. 4.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as

well as exercise books bearing the school motto (ruled single, double lines and squares), 8½d. each, and Cambridge paper for the Examination 2/6 for 4 quires (*not less*); envelopes to match 2/6 a packet. Also the School Badge (6/-), School Hat Band (4/6), and Ribbon 3/6 a yard. Badges stencilled in washing colours on pale blue linen may also be obtained, 4½d. unmounted, 6d. mounted.

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* in the *Parents' Review*.

N.B. 6.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Secretary, House of Education, Ambleside.

N.B. 7.—All letters *re* School and Programmes, except book orders, should be sent to Ambleside. The enclosed Order Form for books should be used. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription, money for books, etc., should be sent to the London Office.

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FORM II., (A & B).

PUPILS' NAMES.....

Bible Lessons.

- I. A & B 1. What were Pharoah's dreams, and what was Joseph's interpretation? Tell the whole story.
2. Describe the meeting between Jacob and Joseph in Goshen.
A 3. In what ways did Joseph test his brothers before he told them who he was?
- II. A & B I. (a), "God be merciful to me, a sinner"; (b), "What shall I do to inherit eternal life?" (c), "Why loose ye the colt?" (d), "Shew me a penny." On what occasions were these words used? Tell the whole story in two cases.
2. Give an account of our Lord's Last Supper with His disciples.
A 3. Describe the two trials of our Lord before Pilate.

Writing.

Write (A), four, (B), two lines of poetry from memory.

Dictation (unprepared).

A & B A paragraph from a newspaper.

Composition.

- A & B 1. Describe your favourite scene from *The Tempest*.
2. Quote some favourite lines from *Marmion*, or, *Horatius*.
3. Tell a story in prose, or verse, about one of the following,—Iduna, Daedalus, Ariel, Mrs. Bedonebyasyoudid.

English Grammar.

1. "And the Larch, *with* all its fibres,
Shivered in the air of *morning*,
Touched *its* forehead with its *tassels*,
Said, with one *long* sigh of sorrow,
Take them all, O Hiawatha!"
- A Pick out Subjects, Predicates and Objects, and parse the words in italics.
- B Pick out Subjects and Predicates, and say what part of speech each word is in line 3.
- A 2. Use the following words in sentences, each as two different parts of speech,—fair, high, gold, London, then, since, but.
3. Show, by giving examples, the work of (a), adverbs, (b), adjectives.
- B 2. Make sentences using,—before, along, behind, into, below, off, between, and parse each of these words in your sentences.
3. Make sentences to show how adverbs are used in questions.

English History.

- A & B 1. What do you know of Sir Robert Peel, Lord Shaftesbury, John Bright, Wilberforce?
2. Give a short account of the Crimean War.
3. What do you know of the Cotton Famine? What was the cause of it?
- A 4. What do you know of the monasteries in Norman times? Describe an old abbey that you have visited.

French History.

- A & B 1. What do you know about the government of Louis Philippe?
2. What was the Coup d'Etat of 1851?
- A 3. Write a short account of Louis Napoleon after 1851.

General History.

- A 1. Describe some of the pictures to be seen in the Book of the Dead.
2. How did the British navy grow to meet new conditions in the recent war?

Citizenship.

- A 1. Why did Timoleon first save his brother's life and then consent to his death? Tell the whole story.
2. Give a short account of Timoleon's expedition against the Carthaginians.
3. Why ought everyone to save? How can it always be done?
- B 1. Tell how King Pyrrhus fought with elephants.
2. What do you know of Fabricius?

Geography.

- II A 1. Give a map of Wiltshire, putting in the boundaries, chief towns and physical features.
2. What do you know about Stonehenge, Chippenham and Salisbury?
3. Why is New Zealand called "a second Britain"?
- II B 1. Describe a visit to Derbyshire.
2. What do you know of (a), the salt beds of Cheshire, or the Welsh Marches, (b), the Bristol Channel?
3. What products does New Zealand send to England?

Natural History and General Science.

- A 1. What is a phonograph? Explain how it works.
2. How does a worm live and work?
3. Describe a "mailed warrior" of the sea.
- A & B 3. Describe, with drawings, the flowers you would expect to find in a hedge or in a hayfield.
- B 1. Show in what ways a hayfield is one of the beautiful workshops of the world.
2. What do you know about the ant caterpillar and the snake caterpillar?
3. Describe two experiments in electricity. What is a magnet?

Picture Study.

Describe J. F. Millet's,—

- A "Going to work."
- B "The Sheepfold."

Arithmetic.

- A 1. Find the value of $10\frac{5}{8}$ of 1s.; $1\frac{5}{7}$ of 21s.; $5\frac{3}{4}$ of 2s.
2. Simplify,—
(a), $\frac{1}{2+\frac{1}{3}}$; (b), $4\frac{3}{4} - (2\frac{1}{2} + 1\frac{1}{4})$; (c), $.024 \times 2.5$; (d), $\frac{6}{.125}$
- B 1. If I buy a table for £3 : 17 : 1 and 8 chairs at £1 : 9 : 6 each, how much shall I have to pay?
2. Find the value of $6 \times (\text{£}5 : 16 : 7 - \text{£}3 : 19 : 10) - \text{£}3$.
3. Draw a plan of the floor of a room and find its area. (1 inch to 10 ft.).

Practical Geometry.

- A 1. Through a given point P to draw with ruler and compasses a line parallel to a given straight line A B
2. Draw a line 2.7" long and divide it into three equal parts.

Latin.

- A 1. Answer, in Latin, questions 1-6, § 51, page 29.
2. Translate into English and retranslate into Latin,—page 23, § 42,
or, 1. Translate into Latin,—they were writing, he had written, I conquered, he will have led, I shall have arranged.
2. Conjugate the Imperfect, Future and Perfect Indicative of *audire*.

French.

- A
1. Tell, in French, about "La Poupée Malade."
 2. Make sentences, in French, using the following words with Possessive Adjectives of the Second and Third Person Singular,—*oiseau, rose, feuille, tête, cahier*.
 3. Make sentences, using the Third Person Singular Present Indicative of *obéir, finir, choisir, écouter, oublier*.
- B
1. Describe picture 2 in French.
 2. Say a sentence, in French, about yourself, about her, about us, about Charles et Henri, about la rue.

Drawing.

- A & B
1. An original illustration from "The Tempest" (with title).
 2. Three kinds of wild flowers in a vase.
 3. A woman working in a garden.

Recitations.

Father to choose a hymn, a poem, or a scene from Shakespeare, and two passages from the Bible Lessons.

Reading.

Father to choose an unseen passage, giving marks for enunciation.

Music.

Examine in work done and report upon stage reached.

Singing.

Father to choose an English, a French, and a German song, and two tonic sol-fa exercises.

Drill.

Drill, before parents.

Work.

Outside friend to examine, and list of handicrafts completed to appear on Report Form.

Summer Examination.—Parents and teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. The examination is optional. Summer Reports (*only*) to be posted to the Secretary, House of Education, Ambleside, either before July 30th or after September 15th.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, *in full*, ages and classes to appear on the Reports. Schools and Classes should state the number of children working in each Form.

For scale of marks to be followed in all subjects see head of Report Forms.

In II B the pupil writes one or more answers only in each subject.